DOCUMENT RESUME

ED 023 929 08 VT 007 373

By-Arnold Daniel S.

Seminar Supervisors and Teacher Educators of Teachers of Persons with Special Needs. Final Report (Phase One).

Kentucky Univ., Lexington.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-7-0527
Pub Date Feb 68
Grant-OEG-1-7-070527-3543
Note-53p.
EDRS Price MF-$0.25 HC-$2.75
Descriptors-Academically Handicapped, *Disadvantaged Youth, Economically Disadvantaged, *Individual Characteristics, *Leadership Training, Program Administration, Program Descriptions, Program Planning, Seminars, Socially Disadvantaged, Supervisors, Teacher Education, Teacher Educators, *Vocational Education

Forty supervisors and teacher educators participated in a 2-week seminar which was conducted to develop knowledges about, understandings of, and empathy for persons with special needs. Through lectures, discussions, and other experiences, vocational education leaders were acquainted with the implications which persons with special needs present for program planning and implementation in vocational education. The report outlines the basic content and major activities of the seminar. Certain pertinent topics include: the identification of persons with special needs, psychological and sociological characteristics, special characteristics of those from urban and rural areas, the roles of guidance, teacher qualifications, teacher training, vocational education programs for those with special needs, administrative and community roles, employment opportunities, and federal acts and programs affecting those with special needs. Guidelines on characteristics of persons with special needs, teacher education programs, and programs for persons with special needs were developed during the seminar. Appendixes contain evaluation and application forms, copies of a pretest and post test, the guidelines, biographical sketches of the consultants, and a list of participants. (FP)

BR 7-0527 C-1
PA -08

FINAL REPORT

(Phase One)

Project No. 7-0527 – 08

Grant No. OEG-1-7-070527-3543

SEMINAR FOR SUPERVISORS AND TEACHER EDUCATORS OF TEACHERS OF PERSONS WITH SPECIAL NEEDS

February 1968

ED023929

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

VT007373

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FINAL REPORT
(Phase One)

Project No. 7-0527
Grant No. OEG-1-7-070527-3543

SEMINAR FOR SUPERVISORS AND TEACHER EDUCATORS OF TEACHERS OF PERSONS WITH SPECIAL NEEDS

Daniel S. Arnold

University of Kentucky
Lexington, Kentucky

February 1968

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

TABLE OF CONTENTS

Page

SUMMARY 1

INTRODUCTION 2

Type of Program
Seminar Rationale
Objectives

DESCRIPTION OF THE SEMINAR 5

Content
Schedule
Major Seminar Activities
Personnel
Trainees

EVALUATION 16

APPENDICES

Appendix

A Working Guidelines--for Professionals Working with Persons with Special Needs 18

B Daily Seminar Schedule (copy) 27

C Biographical Sketch of Consultants 36

D Project Titles--Developed by Participants During the Seminar 38

E Application for Participation in the Seminar 40

F List of the Seminar Participants 42

G Pretest 45

H Post Test 47

A. SUMMARY

This report describes the activities and outcomes of a two-week seminar that was designed for supervisors and teacher educators of teachers of persons with special needs. The seminar program through lectures, discussions, and other meaningful experiences, was planned to develop knowledges about, understandings of, and empathy for persons with special needs. The entire program constituted a basis for conceptualizing guidelines for professional vocational education personnel working in the area of persons with special needs.

The general objective of the seminar was to orient persons in leadership positions in vocational education to the characteristics, problems, and educational needs of persons with special needs. It was hoped that this seminar would provide insights into an area that has been relatively unexplored by these leaders and confront them with the implications these persons with special needs present for program planning and implementation in vocational education.

Included in this report are an outline of the basic content of the seminar, and a summary of the major activities that were utilized to realize the seminar's objectives. Although the major evaluation activities will commence in June, 1968, the basic follow-up survey procedure is presented here along with some preliminary evaluation results.

Perhaps the most significant aspect of this report is the presentation of the guidelines that were developed during the seminar. The guidelines are divided into three categories: (a) guidelines on the characteristics of persons with special needs, (b) guidelines for teacher education programs, (c) guidelines for programs for persons with special needs.

Along with the three categories of guidelines mentioned above, four general guidelines or themes emerged from the seminar proceedings. The first and perhaps the most important was that professional vocational education personnel must become more concerned with people and less concerned with program. The second was that vocational education has more to offer persons with special needs than any other area of study. The third was that teachers of persons with special needs should be a "special kind of people." Fourth, persons with special needs generally migrate less than individuals who have achieved higher levels of education.

B. INTRODUCTION

1. Type of Program

This report describes a two-week seminar that was designed for supervisors and teacher educators of teachers of persons with special needs.[1] The seminar program through lectures, discussions, and other meaningful experiences was planned to develop knowledges about, understandings of, and empathy for persons with special needs. The entire program constituted a basis for conceptualizing guidelines for professional vocational education personnel working in the area of persons with special needs.

2. Seminar Rationale

The Vocational Education Act of 1963 provides for the vocational education of persons having academic, social, economic, and other handicaps which prevent them from succeeding in the regular vocational education program. This was the initial step which focused the attention of vocational educators on their responsibility to this segment of the population. However, vocational educators have not taken the meaningful and necessary steps to integrate special needs programs with the traditional curriculum. More specifically:

a. States have not fully determined the place and role of special needs programs in the total secondary and post-secondary vocational education programs.

b. Most states have not set up special needs positions and employed personnel to fill them.

c. Outstanding special needs programs and experimental, pilot, or demonstration projects in this area are few in number.

d. Leadership in the area of special needs is totally inadequate in number, professional preparation, and experience.

e. National emphasis on programs and projects designed to serve persons with special needs is gradually increasing.

f. More socially, economically, and academically handicapped youth are seeking special educational assistance from the public schools.

g. Vocational teachers of educationally disadvantaged youth and adults need special preparation.

h. Vocational teacher education programs have given minor atten-

---

[1]The seminar was held June 12-23, 1967, on the campus of the University of Kentucky, Lexington, Kentucky.

tion to the preparation of teachers for students with special needs.

These points only serve as emphasis to an already recognized need for special program development for persons with special needs, and a modified teacher education curriculum. Many noted scholars have repeatedly recognized these needs and have urged educators to make these vital and necessary changes.[2] This rationale provided a frame of reference for the development of the objectives of the seminar.

3. Objectives

The general objective of the seminar was to orient persons in leadership positions in vocational education to the characteristics, problems, and educational needs of persons with special needs. It was hoped that this seminar would provide insights into an area that has been relatively unexplored by these leaders; and confront them with the implications these persons with special needs present for program planning and implementation in vocational education. This general objective was to be attained through activities designed in light of the following objectives:

a. Bring to the attention of persons involved in preparing teachers for vocational education programs the problems, differences, and strengths among persons who have academic, social, economic, and other handicaps which prevent them from succeeding in the regular vocational education program.

b. Recognize the cultural systems, value systems, and personality systems of persons with special needs.

c. Explore techniques for conceptualizing the problems of persons with special needs.

d. Experience through participant observation the social situation of persons with special needs.

e. Establish the concept that special methods and materials are necessary in designing effective vocational programs for persons with special needs.

f. Explore the possibilities in program development to serve persons with special needs.

---

[2]Note the work of Arlene Hannah and Frank Riessman, Teachers of the Poor, New York: Mobilization for Youth, Inc., 1964, pp. 2-3: R. O. Washington, Educating Students from Culturally and Economically Depressed Environments, Milwaukee: Milwaukee Vocational and Adult Schools, 1965, p. iii: David P. Ausubel, "A Teaching Strategy for Culturally Deprived Students," The School Review, Volume 71, No. 4 (Winter, 1963), pp. 454-463.

g. Emphasize the contribution that vocational guidance can make in assisting with the problems of disadvantaged youth and adults.

h. Discover feasible means of recruiting potentially effective teachers.

i. Explore possible administrative organizational procedures for adapting educational programs for persons with special needs.

j. Develop techniques for working with the leadership of local school systems in implementing programs for persons with special needs.

k. Explore ways of working with the leaders of community institutions, organizations, agencies, special committees, and others.

l. Develop "working" guidelines to assist supervisors and teacher educators in program planning and implementation. (Guidelines will be disseminated to all persons having interest in developing vocational education programs for persons with special needs as well as having responsibility in this area.)

m. Recognize the contribution that successful programs for persons with special needs can make to such individuals and to society.

C. DESCRIPTION OF THE SEMINAR

1. Content

To accomplish the seminar objectives and to provide a basis for developing the daily seminar sessions, an outline of pertinent topics was developed. The topical outline of the basic seminar content appears below.

a. The concept of persons with special needs

(1) Identification of these persons
(2) Sociological characteristics

(a) The culture of poverty
(b) Value systems of the poor
(c) Life styles of the poor

(3) Psychological characteristics

(a) Personality systems
(b) Achievement aspirations of persons with special needs
(c) Individual differences
(d) The learning process of the disadvantaged

b. Special characteristics of persons with special needs in depressed urban areas

(1) Present status of vocational education
(2) Future role of vocational education

c. Special characteristics of persons with special needs in depressed rural areas

(1) Present status of vocational education
(2) Future role of vocational education

d. Guidance guideposts

(1) Training vocational counselors
(2) Role in identifying the disadvantaged
(3) Role in identifying school dropouts
(4) Role in involving parents
(5) Role in assisting teachers in carrying out their responsibilities
(6) Role in assisting the individual with self-understanding
(7) Role in developing the potential talents of the disadvantaged

e. Qualifications of teachers of persons with special needs

(1) Desirable characteristics of the teacher

(a) Social and cultural background
(b) Pre-service preparation
(c) In-service preparation
(d) Teaching experience

(2) Structuring training programs for teachers

(a) Pre-service training programs
(b) In-service training programs
(c) Content and personnel for the programs
(d) Means of recruiting potentially effective teachers
(e) Implications for vocational education

f. Programs in vocational education for persons with special needs

(1) Nature and scope of curriculum modifications
(2) Development of appropriate instructional materials
(3) Effective teaching methods

g. The administrator's role in implementing programs for persons with special needs

(1) Structuring state plans to include programs for persons with special needs
(2) Techniques in working with local school leaders to get special needs programs adopted
(3) Procedures for creating a flexible organizational structure wherein there is freedom to progress with such programs
(4) In-service training programs for the administrative leadership

h. The community's role in structuring programs for persons with special needs

(1) Techniques for utilizing existing community organizations
(2) Techniques for mobilizing community supporting groups
(3) Functions of community organizations

(a) Supportive
(b) Advisory

i. Employment opportunities for persons with special needs

(1) Overview of the present labor economy
(2) Projected trends in the occupational structure
(3) Vocational education's relationship to the evolving occupational structure

j. Federal acts and programs affecting persons with special needs

(1) Public Law 88-210 -- Vocational Education Act of 1963

(2) Public Law 88-214 -- Manpower Development and Training Act (MDTA) (Amended (89-15)
(3) Public Law 88-452 -- Economic Opportunity Act (EOA)
(4) Public Law 88-10 -- Elementary and Secondary Education Act (ESEA)
(5) Public Law 89-4 -- Appalachian Regional Development Act
(6) National Defense Education Act
(7) Contributions from Research

k. Personal observation of persons with special needs

(1) Field trip to Appalachia
(2) Home visits with social workers
(3) Upward Bound, OEO Youth Centers, MDTA Classes, etc.
(4) Vignettes

(a) Home economics
(b) MDTA
(c) Basic adult education

l. Suggested individual projects for seminar participants. Each participant was encouraged to work on an individual or group project which has relevance for his work. The staff and consultants were available to work with these people as needed, and work time for such projects was allotted in the seminar schedule. This portion of the seminar, by its nature, was highly unstructured. Some suggested projects for the participants were:

(1) Developing a specific program for one school
(2) Planning an in-service training program for teachers
(3) Identifying needed curriculum changes for pre-service training of teachers
(4) Developing guidelines for working with local school systems, administrators at the state and local level, community agencies and organizations, and others
(5) Integrating instruction for persons with special needs into the regular ongoing vocational education programs
(6) Developing guidelines for providing needed vocational guidance services
(7) Identifying needed experimental, developmental, or pilot programs pertaining to persons with special needs

Throughout the seminar these topics were presented in various ways to enrich the understandings and experiences of the participants and to make maximum use of the allotted time.

An integral part of the seminar content, as well as one of its specific objectives, was the development of "working" guidelines to assist professional vocational education personnel with program development for persons with special needs. To help attain this objective, the seminar participants were organized into guideline

teams. Each team was responsible for summarizing a day's activities and developing the guidelines (for working with persons with special needs) that emerged from the day's sessions. Time was allotted in the schedule for the guideline teams to work.

On the following morning the respective guideline team chairman presented the report of the committee to the entire seminar for additions, corrections, and approval. The report was then duplicated and disseminated to the seminar participants.[3]

2. Schedule

The seminar schedule was planned to make maximum use of the two-week period. The participants attended sessions from 8:30 a.m. to 4:00 p.m. daily. These sessions included lectures, discussions, observations, committee assignments, individual and small group projects, and other program development activities.

Approximately two hours each day was spent in formal learning sessions designed to orient the participants to the objectives and the nature of the day's activities. The content of these sessions was presented by a consultant or consultants who are specialists in the area being considered. After each presentation, the seminar participants spent approximately two hours with the consultant or consultants in an informal question-and-answer session. This session varied daily. At times the sessions were definitely structured with additional specialists participating, thus lending a "discussion" atmosphere to the sessions. At other times, the sessions were highly unstructured--consisting only of the seminar participants and the consultant or consultants who had made formal presentations.

The remainder of the day was devoted to work on individual or group projects, committee assignments, extension of the question-and-answer period, and other program planning activities. It was believed that a flexible schedule was desirable for this seminar in order to meet the needs of individual participants. This general schedule was followed with the exception of three days which were devoted to observations of special programs and field trips.

In addition to the daily seminar schedule, evening sessions completed the activities. The content of the evening sessions included formal presentations of topics pertinent to the core content of the seminar and informative discussion sessions with other professional personnel serving persons with special needs. A Saturday excursion to Hindman Settlement School, a school for disadvantaged rural youth, provided an opportunity for additional insights, cultural enrichment, and entertainment for the participants.

---

[3]An edited summary of the daily guideline reports appears in Appendix A, page 18.

The program for each day was planned in terms of the following schedule:

8:30 a.m. -- 10:00 a.m.	Formal Session--orientation to the program of the day (speaker, panel, symposium, etc.)
10:00 a.m. -- 10:15 a.m.	Break
10:15 a.m. -- 12:00 noon	Participant reaction to program presented (Open forum, structured response, question and answer)
12:00 noon -- 1:30 p.m.	Lunch
1:30 p.m. -- 2:45 p.m.	Extension of reaction period, individual conferences with consultants, or second program of the day
2:45 p.m. -- 3:00 p.m.	Break
3:00 p.m. -- 4:00 p.m.	Group evaluation session--guideline preparation, project development, committee work, and browsing
4:00 p.m.	Staff meeting

Evening:

7:30 p.m. -- 9:00 p.m.	Open meeting with a special speaker such as an anthropologist, sociologist, or educator: film: recreation--a group dinner or picnic: talk sessions with guests such as social workers and vocational teachers

3. Major Seminar Activities

The entire program was planned and conducted for the purpose of attaining the seminar objectives. In order to most effectively meet the objectives, the seminar staff sought the most highly qualified personnel possible to serve as consultants. The staff was fortunate in securing many recognized scholars from various disciplines who have specialized in disadvantaged youth and adults.

Each major activity of the seminar was related to one or more of the seminar objectives. An annotated summary of the major activities with the corresponding consultant follows:[4]

a. Major Presentations

(1) "Persons with Special Needs--Recognizing their Problems and Strengths" . . . . . Larry Hopp*

---

[4]A copy of the daily seminar schedule and a brief biographical sketch of the consultants appear in Appendix B, page 27, and C, page 36 respectively.

*Dr. Frank Riessman, New York University, was originally scheduled for this presentation. Dr. Hopp was a very able replacement.

(2) "Identifying Characteristics, Life Styles, Culture, and Value Systems of Persons with Special Needs". . . . . Larry Hopp*

(3) "Status of Program Development in Vocational Education to Serve Persons with Special Needs" . James W. Warren, Jr.

(4) "The New Day in Vocational Education" . . . E. P. Hilton

(5) "The Impairing Influence of Discrimination and the Relationship to Persons with Special Needs" . . . . . Fred Venditti

(6) "Significant Guidance Sign Posts for Personnel Working with Persons with Special Needs"** . . . Edward Roeber

(7) "Family Systems, Communication, and Vocational Education" . . . . . Marion Pearsall

(8) "Knowing the People of Appalachia". . . . . .Jack Weller

(9) "Teachers for Programs for Persons with Special Needs"--Structuring In-service and Pre-service Programs . . . . . John Ames

(10) "My Land Has a Voice" . . . . . Jesse Stuart
Mr. Stuart related his philosophy for working with persons with special needs.

(11) "Methods, Techniques, Types of Programs, and Materials Needed by Teachers of Persons with Special Needs"** . . . . . R. O. Washington

(12) "Occupational Trends--Their Implications for Vocational Education" . . . . . Robert Tomlinson
Dr. Tomlinson emphasized the place for persons with special needs in the occupational structure.

b. Symposiums and Panel Discussions

(1) Issues and Answers Panel: "Low Income Family Styles"

(a) Fred Venditti . . . . . Negro Families
(b) James W. Warren, Jr. . . . Rural Families
(c) Albert Levy . . . . . Urban Families
(d) Vandila Price . . . . . Mountain Families
(e) Jewel D. Ellis . . . . . Urban Families

(2) Panel Discussion: "The Administrator's Role in Implementing Educational Programs for Persons with Special Needs"

(a) Harry Sparks, Superintendent of Public Instruction

---

*Dr. Frank Riessman, New York University, was originally scheduled for this presentation. Dr. Hopp was a very able replacement.

**This presentation was followed by a carefully selected reaction group of specialists. See Appendix B, pages 29-30.

(b) E. P. Hilton, Assistant Superintendent, Vocational Education
(c) Mary L. Williamson, State Director, Home Economics Education
(d) Fred Bartel, Director, Jeffersontown Area Vocational School
(e) Kenneth Estes, City School Superintendent

Each of the panel members represented a different level of administration

(3) Symposium: "Socio-Cultural Factors of Depressed Rural Areas"

(a) Jack Weller, "The Function of Religion in Depressed Rural Areas"
(b) J. J. Mangalam, "The Role of Women in the Development of Persons in Disadvantaged Regions"
(c) James Brown, "A Study of Migration from Depressed Rural Areas"
(d) Thomas Ford, "Characteristics of the People in Depressed Rural Areas"
(e) Thomas Parrish, "Community Action Programs for Depressed Rural Areas"

(4) Symposium: "Federal Acts and Other Sources of Support to Program Development for Persons with Special Needs"

(a) John Rowlett, Vocationel Education Act of 1963
(b) Hall Kinney, ESEA, Title I
(c) Lewis Johnson, ESEA, Title III
(d) Alfred Whitehouse, Office of Economic Opportunity
(e) Lyle Neikirk, Manpower Development and Training Act

c. Field Trips, Observations, and Other Activities

(1) Informative evening of discussion with social workers
(2) Individual observation of persons with special needs: each seminar participant selected one or more posts. Posts included:

(a) Children's Bureau
(b) Veterans' Administration Hospital
(c) Bureau of Family Service
(d) University Medical Center, Social Service Division
(e) Head Start
(f) Arlington School--a summer program for persons with special needs
(g) Community Action Center
(h) Comprehensive Care Center

(3) Field Trip to Appalachia

(a) Tour and description of Hindman Settlement School, a school for disadvantaged rural youth, by Raymond McLain, School Director
(b) Remarks from George Ramey regarding how an area vocational school can function to serve persons with special needs

(4) Field Trip to Berea, Kentucky

(a) Berea College--a college designed to serve socio-economic handicapped youth
(b) Berea Foundation School--a high school designed to serve socio-economic handicapped youth
(c) Council of the Southern Mountains--a regional organization which serves as a center of program development for the surrounding depressed region

(5) Share and Tell Session--An evening devoted to the program activities that the seminar participants were involved with in their home states
(6) Field Trip to the National Institute of Mental Health Clinical Research Center--a federal hospital for narcotic addicts
(7) Vignettes--Teachers and their former students portraying successful experiences in special needs programs.
(8) Individual and Group Projects--Each seminar participant worked individually or with a small group on a project that would be further developed and perhaps implemented during the following year. Types of projects varied from state guidelines to pilot programs. A list of project titles appears in Appendix D, page 38.
(9) Browsing Room--Space was made available in the seminar room for displaying a rather comprehensive collection of recent literature on persons with special needs. Selections from the Research Coordinating Unit Library, State Department of Education Library, and the literature that the seminar budget made possible were available to the participants for the two-week period. Also available, were the ERIC microfiche series on disadvantaged youth and extensive materials produced by Science Research Associates focusing on occupations and various remedial subject area programs.

4. Personnel

The seminar was realized through the work of the following staff:

a. Full-time Staff

(1) Director: Carl F. Lamar, Research Specialist in Vocational Education and at the time of the seminar Director of the Kentucky Research Coordinating Unit. He has a

Ph.D. Degree with a major in vocational education and a minor in administration. Since the seminar, Dr. Lamar has assumed the position of Assistant Superintendent for Vocational Education in the State Department of Education.

(2) Co-Director: Carol Van Tassel, Associate Research Specialist in the Kentucky Research Coordinating Unit. She is coordinator of Research and Development in Human Resources Development. She has completed the course requirements for a doctorate with a major in sociology and a minor in statistics. She has had experience in directing research in the areas of vocational education and sociology. She also has teaching experience at the college level.

(3) Coordinator: Christine Wallace, Supervisor of Programs for Persons with Special Needs, Bureau of Vocational Education, State Department of Education, Frankfort, Kentucky. She has a B.S. Degree in home economics and a M.S. Degree in education from the University of Kentucky. She has taught Vocational Home Economics in the Carroll County High School, Carrollton, Kentucky, for twenty years; eight years of that time as off-campus supervisor of student teachers for Eastern Kentucky University and the University of Kentucky. She is the immediate past president of the Kentucky Vocational Association.

(4) Research Assistant: Frank Asbury was employed to aid the director and co-director. He was working toward a doctoral degree with a major in counseling and guidance and a minor in psychology at the time of the seminar.

b. Part-time Staff

Three staff members of the Kentucky Research Coordinating Unit and one staff member from the State Department of Education were available for consultation with the participants:

(1) Daniel S. Arnold, Associate Research Specialist in Educational Resources Development at the time of the seminar. He has a major in curriculum and a minor in research. He has completed all of his course work for the doctorate degree. He has had experience in computer programming and as a consultant working in the computing center at the University of Tennessee. Mr. Arnold is now the director of the Research Coordinating Unit.

(2) Lowell A. Gough, Associate Research Specialist in Manpower Development. He has a background in psychology, sociology, and statistics. He has had research experience while working for the Kentucky Department of Mental Health. He has a M.S. Degree in education from Indiana University and a M.S. Degree in psychology, George Peabody College.

(3) Donnalie Stratton, State Supervisor, Home Economics Education. Miss Stratton has the special assignment of programs for persons with special needs in Home Economics

Education. She was a teacher of home economics fifteen years. prior to accepting her present supervisory position. She has a M.S. Degree from the University of Kentucky. Miss Stratton devoted the major portion of her time to the seminar.

(4) Charles D. Wade, Associate Research Specialist in Information Services at the time of the seminar. Mr. Wade has a M.S. Degree in agricultural education and is presently enrolled in a doctoral program. He was a teacher of agriculture for five years and later joined the State Department of Education as a district supervisor. Mr. Wade devoted the major portion of his time to the seminar. Mr. Wade is now an Associate Director for Vocational Education with the State Department of Education.

5. Trainees

The seminar was planned for a total of forty participants who reside in states east of the Mississippi River, plus the District of Columbia, Puerto Rico, and the Virgin Islands. However, since there was no similar seminar held west of the Mississippi River, the geographic scope of the seminar was extended to cover this additional area.

To qualify for participation in the seminar, an applicant was to have been a supervisor or teacher educator actively engaged in vocational education and interested in the education of persons with special needs.

Brochures announcing the seminar, along with application[5] forms were mailed to all State Directors in the original area being served by the seminar. The same information was sent to State Directors west of the Mississippi River upon request. State Directors were asked to forward the materials to the persons they would recommend to participate in the seminar. Final responsibility for the selection of participants resided with a selection committee consisting of the seminar staff and a representative from the Region III Office of Health, Education, and Welfare.

The selection committee based the selection of participants in terms of the following criteria:

a. Priority was given to applicants who were supervisors or teacher educators actively engaged in vocational education and interested in the education of persons with special needs.
b. Priority was given to applicants who expressed an interest in establishing special training programs and/or incorporating special courses regarding persons with special needs in teacher education programs.

---

[5]See Appendix E, page 40, for a copy of the application form.

c. Priority was given to applicants who demonstrated enthusiasm for working in the area of persons with special needs.
d. Priority was given to applicants who were recommended by their state directors.
e. Priority was given to applicants who were actively engaged in programs serving persons with special needs.
f. Priority was given to applicants who had completed or were working toward academic degrees beyond the baccalaureate level.

Fifty-one individuals returned application forms. Three of the applicants were considered unqualified in terms of the criteria of selection established by the selection committee. Forty were thus selected and the remaining eight were considered alternates. Each applicant was notified as to his status concerning the seminar.

Several potential participants were unable to be in attendance and thus several of the alternates were able to attend. Two of the participants were only in attendance one week. The total number of participants was thirty-nine. Each received a stipend and travel reimbursement for a round trip.[6]

---

[6] See Appendix F, page 42 for a list of the seminar participants.

D. EVALUATION OF THE SEMINAR

Evaluation of the seminar began with the reporting of the first day's guidelines and will continue through June, 1968. There are five major types of evaluation activities.

1. Pretest -- Post test. A pretest and a post test were administered respectively during the first and final sessions of the seminar.[7] The seminar staff was pleased with the results of the testing program and felt that it reflected favorably on the content of the seminar. Tabulation of the test scores revealed the following:

Improvement in score	68%
No change in score	21%
Decrease in score	11%

It is interesting to note that in the majority of cases in which the pretest and post test scores were the same, the individual pretest score was high.

2. Daily Guideline Report. Each day of the seminar, a committee of five of the participants summarized and evaluated the day's intellectual endeavors and submitted the resulting generalizations in the form of a written report to the seminar director. These guidelines were duplicated and disseminated to the participants on the following day. The reports were generally of high quality and an edited summary of the daily reports appears in Appendix A, page 18.

3. Participant Evaluation. Following the seminar an evaluation questionnaire was mailed to each participant. The objective of this questionnaire was to gain the participants' assessment of the strengths and weaknesses of each phase of the seminar activities. The results of this survey will appear in the final report of the seminar.

4. Individual and Group Projects. Each participant was encouraged to develop a project relevant to his area of responsibility. (Participants with similar interests worked as a group.) Most of the participants made significant progress on their projects during the seminar. Several completed first drafts. Many others completed problem statements and outlines. Some submitted problem statements. The seminar staff was satisfied with the quality and quantity of these projects.[8]

5. Follow-up Survey. Perhaps the most accurate evaluation of the

---

[7] A copy of these instruments appears in Appendix G, page 45 and Appendix H, page 47 respectively.

[8] A list of the project titles appears in Appendix D, page 38.

effectiveness of the seminar will be the follow-up survey that will be conducted twelve months from the closing of the seminar. Each participant will be contacted and asked to report on his activities relating to persons with special needs during the past year. Ten of the participants will be randomly selected and studied in greater detail, and case studies of their activities will be compiled. It is believed that a true evaluation of the effectiveness of the seminar can be seen in the future activities of the participants. The results of this phase of the seminar will appear in the final report.

Appendix A

WORKING GUIDELINES

For Professionals Working with Persons with Special Needs

This paper is a summary of the consultative discussions of the seminar focusing on persons with special needs. It is labeled "working guidelines" because it is not intended to represent a definitive study of the topic, but rather a beginning. Because of this nature, these working guidelines will be discussed, revised, reworked, and rewritten as vocational educators increase their knowledges and understandings of persons with special needs. The thinking contained in this paper is the product of the seminar consultants, participants, and staff.

Prior to a presentation of the outcomes of the seminar one should review its objectives:

1. Bring to the attention of persons involved in preparing teachers for vocational education programs the problems, differences, and strengths among persons who have academic, social, economic, and other handicaps which prevent them from succeeding in the regular vocational education program.
2. Recognize the cultural systems, value systems, and personality systems of persons with special needs.
3. Explore techniques for conceptualizing the problems of persons with special needs.
4. Experience through participant observation the social situation of persons with special needs.
5. Establish the concept that special methods and materials are necessary in designing effective vocational programs for persons with special needs.
6. Explore the possibilities in program development to serve persons with special needs.
7. Emphasize the contribution that vocational guidance can make in assisting the problems of disadvantaged youth and adults.
8. Discover feasible means of recruiting potentially effective teachers.
9. Explore possible administrative organizational procedures for adapting educational programs for persons with special needs.
10. Develop techniques for working with the leadership of local school systems in implementing programs for persons with special needs.
11. Explore ways of working with the leaders of community institutions, organizations, agencies, special committees, and others.
12. Develop "working" guidelines to assist supervisors and teacher educators in program planning and implementation. (Guidelines will be disseminated to all persons having interest in developing vocational education programs for persons with special needs as well as having responsibility in this area.)
13. Recognize the contribution that successful programs for persons with special needs can make to such individuals and to society.

Appendix A

From the many activities of the seminar four general guidelines or themes regarding vocational education for persons with special needs emerged. The first and perhaps the most important theme to emerge was that professional vocational education personnel must become more concerned with people and less concerned with program. This is not to infer that program is unimportant, as programs for persons with special needs are a major objective of those working in the area. However, vocational educators presently possess the necessary techniques and skills of program development. What appears to be needed are such essential elements of program as form and content.

Ideally, program form and content should be based upon the needs of the student. To ascertain needs, program developers must fully understand the cultural, social, and personality systems of persons with special needs. If this understanding is not achieved, the needs (be it physical, psychological, social, etc.) of these people will remain hidden, and therefore program development will be inadequate. It is obvious that traditional vocational education programs have not met the needs of disadvantaged youth and adults, since many of them have experienced failure in this system. Thus, the emphasis on people rather than program emerged from the seminar proceedings.

The second general guideline or theme to come from the seminar proceedings was that vocational education has far more to offer persons with special needs than any other area--particularly the traditional liberal arts course of study. It provides two effective avenues of attack to the problem. The very nature of vocational education courses appeals to the materialistic and immediate gratification value orientations of disadvantaged youth and adults. When vocational education provides opportunities for individuals to produce tangible products, the disadvantaged learner is engaging in activities consistent with his value system. Thus school is no longer a foreign hostile environment.

Another avenue of attack is the vocational teacher. For this is the individual who is willing to give up traditional academics in order to communicate with persons with special needs. Perhaps the vocational teacher will be the teacher who can teach the English, math, etc. that disadvantaged youth and adults need. Thus, the future of many persons with special needs resides with the professional personnel of vocational education.

The third general guideline or theme relates to teacher preparation. Teachers of persons with special needs should be a "special kind of people": individuals who receive intrinsic satisfaction from working with the disadvantaged--those individuals who are not bound by tradition. Teacher preparation, both pre-service and in-service, needs to include more courses in the social sciences, special education, and even field work involving persons with special needs. The regular classroom teacher would also benefit from special training for he may at any time become a team teacher or instrumental in the referral of

special needs students to assistance.

The fourth general guideline or theme to come from the seminar proceedings was that persons with special needs generally migrate less than individuals who have achieved higher levels of education (i.e., as educational level increases--mobility increases).[9] If they do migrate, the distances traveled are shorter than for the higher educated. This is of particular importance to program planners for it suggests that specific job training courses for persons with special needs can be based on those jobs that are in the immediate geographic vicinity.

As stated in the first general guideline of this paper, there is a need for vocational educators to increase their knowledge about and understanding of persons with special needs. Today one can find volumes of literature relating to persons with special needs and the serious student has no doubt become familiar with many of these works. Since a comprehensive coverage of persons with special needs is beyond the scope of this report, selected guidelines which have pertinent relevance for vocational education are presented below.

1. Guidelines on the Characteristics of Persons with Special Needs

   a. Youth with special needs, especially those residing in depressed rural areas, consider themselves adults by the time they reach their teens. Thus by the time most of these youth enroll in vocational programs they feel they are ready to go to work, marry, etc; school is "kids' stuff." In other segments of society, particularly the middle class, this adolescent period functions to prepare youth for adulthood. As a result, this self-concept perpetuates youth with special needs--youth inadequately prepared to function in the existing technological society.
   b. Persons with special needs are oriented to the present as opposed to the future--to getting-by versus getting-ahead. Almost all family resources are used to provide the necessities: food, housing, and clothing. Planning for the future is almost nonexistent--for there is nothing to plan with. Thus educational offerings that will be useful ten years from now, is a concept that is meaningless to these persons and most often rejected. This orientation of immediate gratification is inherent in the value structure of disadvantaged youth and adults and one that must be fully understood by educators.
   c. The environment of youth with special needs lacks stimuli that develop verbal, cognitive, and perceptual skills; and

---

[9]This is not to infer that persons who migrate from depressed rural areas to urban areas aren't sometimes persons with special needs in their new locations, however, these rural migrants generally represent the more able persons from the original base locale.

these are essential skills for success in the traditional educational system. Since significant adults in this environment have often achieved a minimal amount of education, they are frequently unable to read to their children, answer questions for them, etc., all which help to develop these skills. Thus the disadvantaged learner often learns slowly, but is not a "slow learner." He often possesses a high ability to learn. The skills necessary for learning are what they are lacking. He needs to know how to learn, as well as have an opportunity to practice learning (i.e., a stimulating environment).

d. Congruent with the value system, the life style of persons with special needs reveals an emphasis on the pragmatic and materialistic. Concrete objects and situations are highly valued. This characteristic of the value system is also transferred to the educational system. Practical and useful (pragmatic) educational endeavors are consistent with the value systems of persons with special needs and are thus more highly valued. Thus concrete and practical rewards often serve to motivate learning: concrete learning situations (manipulation of objects, educational media) often provide intrinsic motivation.

e. Most disadvantaged persons value education. They feel that they "must have an education" in order to attain the things they do value (a good job and numerous materialistic items). In other words they value its practical significance. On the other hand they do not value "school." They view school as "offering nothing," and thus it becomes a constant source of frustration. The traditional academic orientation of the school does not relate to the "real world"--as the disadvantaged view it.

f. Most disadvantaged youth desire to improve their situation, and thus have goals for achieving a stable occupation.

g. The disadvantaged student learns through a concrete approach--less emphasis on abstraction, fewer concepts, emphasis on the manipulation of objects, etc.

h. The parents of disadvantaged youth are often poor models. They are frequently out of work or engaged in occupations that will not exist for the next generation.

i. Maintaining status within his peer group is often one of the most important factors influencing and/or motivating the learning of students with special needs. Becoming an "egghead" would immediately isolate the disadvantaged youth from his peers.

j. Disadvantaged youth and adults feel alienated from society and view life as a situation where there are no alternatives. They feel they are powerless in controlling the outcome of events that make up their lives.

k. Disadvantaged youth are often very creative--especially when compared to middle class youth. Middle class youth generally

conform and follow rules and thus lack creativity. On the other hand the disadvantaged youth's creativity is often channeled in a socially unacceptable way such as delinquency.

l. The mother is the most meaningful (and many times the only) figure in disadvantaged families. This indicates that notions of change, aspiration, motivation, etc., should be fed through her.

m. The people of depressed rural areas emphasize kinship relationships. Loyalty to the family takes precedence over all other segments of the population. Thus all of society's other institutions -school, government, etc., are often viewed as a threat to the traditional family functions.

n. The social institutions (education, government, religion, family, etc.) of depressed rural areas reflect and also tend to perpetuate the existing situation.

o. Persons residing in depressed rural areas frequently lack the knowledge of employment opportunities in and an understanding of the functioning of modern technological society.

p. Persons with special needs are generally characterized by physiological problems (i.e., inadequate diets, infected teeth, upper respiratory infections from living in crowded conditions). These problems are directly related to interest in school and learning.

Special attention was given to the topic, racial discrimination, and its implications for programs for persons with special needs. Although there are other racial groups in the United States that are the targets of discrimination, the Negro and his subculture was the group of major concern during the seminar. The following guidelines relate to the characteristics of the Negro subculture and the additional problems this group faces.

a. Many Negroes are ill-equipped to take advantage of emerging opportunities in a desegregated economic and social structure.

b. The Negro subculture is characterized as follows:

(1) A subculture of restriction and frustration

(2) A subculture of fear, anxiety, and suspicion: for example, a fear of police and election officials; anxieties created over such uncertainties as where to eat, sleep, swim, etc.: suspicion of whites who do not pay them the minimum wage, or sell them an insurance policy they can't read

(3) A subculture of poverty and illiteracy

(4) A subculture of real and symbolic inferiority

(a) Real: Survey-data collections show that Negroes fall below whites on every criterion--test scores, health, income, etc.

(b) Symbolic: Compare the connotations of black and white

(5) A subculture of accomodation and apathy; for example, go along with the white power structure--don't cause trouble.

c. The above mentioned subculture results in the production of individuals who have poor self-concepts.
d. Individuals participating in this subculture are often characterized by a negativism to learning.

(1) Desegregated schools pose a real social threat to the Negro children. They fear rejection by the non-Negro portion of the school population.
(2) Often he is afraid to excell his white classmates.
(3) A "failure-threat" is often with the Negro student--a feeling that he will stigmatize his whole race if he fails. Thus many do not apply themselves to school work so they will have a reason for failure. On the other hand those students who do apply themselves are often under such extreme pressure that they are unable to perform well.

e. The most significant factor affecting student achievement is the socio-economic status of the family. (The research producing this information used educational attainment as the measure of socio-economic status.)
f. The second most significant factor affecting student achievement is the socio-economic status of his peer group. That is, where the <u>majority</u> of the classmates of lower class Negro students is from the middle class, achievement is greater.

2. Guidelines for Teacher Education Programs

Essential to the realization of successful programs for persons with special needs are quality teachers. Likewise, essential to the development of quality teachers are quality teacher education programs--both pre-service and in-service. In order to develop adequate teacher education programs, college and university staffs must be cognizant of characteristics of successful teachers of persons with special needs.

Teachers of persons with special needs must:

a. Have a deep commitment to and respect for these people
b. Have a thorough knowledge of the environment in which these people live, the values they hold, and their perceptions of society as a whole. (The preceding guidelines only mentioned a few of these.)
c. Realize that existing testing instruments are not "culture free" and generally provide inaccurate assessments of the ability of these people.
d. Be competent in the subject matter of his field
e. Have the ability to modify existing course outlines, units,

etc. (which are prepared for middle class students) so they will appeal to the physical, concrete learning style of these people

f. Not stereotype these students as low-achievers because of their slower learning style
g. Have the ability to construct concrete materials for work in the classroom
h. Realize that an important part of his work is to modify behavior
i. Promote extra-curricular activities, for they provide a means of developing good human relationships and teaching ethical behavior
j. Have the ability to detect special problems (reading, health, speech, emotional, etc.) and make the proper referral
k. Provide an environment that makes it easy and interesting to learn
l. Not interpret a student's feelings of inferiority and subordination as unmotivated behavior

In order to provide the quality teachers, teacher education institutions must construct a course of study that will enable potential teachers to develop the above characteristics. Such a course of study would include:

a. Courses oriented to the general characteristics of persons with special needs--including such characteristics as values, socio-economic styles, behavioral patterns, etc.
b. Several courses in anthropology and sociology. (Those courses which concentrate on the analysis of various cultures and subcultures. The teacher of persons with special needs must employ the techniques and skills and especially the frame of reference of the social scientists in developing an understanding of her students. In other words this teacher must constantly study her students.)
c. Opportunities for instruction in the construction of concrete classroom instructional materials
d. Opportunities for potential teachers to learn how to modify existing course outlines, units, etc., to the concrete learning style of persons with special needs
e. Special courses in the detection and referral of special problems of students (speech, reading, emotional, health)
f. Opportunities to do supervised work (i.e., teacher aide, etc.) as well as student teaching with persons with special needs
g. Special instruction in the validity of intelligence test scores and other testing problems of persons with special needs
h. Opportunities to learn what public and private community agencies are available to assist persons with and programs for persons with special needs

3. Guidelines for Programs for Persons with Special Needs

Appendix A

First it should be recognized that programs for persons with special needs represent an expansion of the total vocational education program and not a reduction in the standards of program. Thus if thoughtfully and carefully planned, programs for persons with special needs can greatly assist in improving the image of vocational education. Such programs will focus on a segment of the population that has been inadequately served by the entire educational system.

Although programs for persons with special needs are gradually increasing and most of them are quite successful, it is difficult to generalize what the components of success are because each has many unique features. Such basic questions as: to what extent should these programs (therefore the students) be isolated from the regular school program? A complete facility on a site away from the parent school? A complete program in a comprehensive high school? A program where a student takes part of his work with the remainder of the student body? A residential school--perhaps? To what extent should these programs be terminal? What is a desirable class size? At what age and/or grade level should these programs begin? There are many more such questions.

These questions would suggest that program development personnel must begin their work with pilot, developmental, or experimental programs with careful evaluation procedures built in. Each state must attack its own unique problems, experiment, evaluate, modify, and share the results with fellow program developers.

Although specific program guidelines are beyond the scope of this report, several general guidelines to assist program developers follow:

a. Become familiar with the characteristics (value systems, learning style, life styles, etc.) of the people you are to serve. For example, if you are planning programs for a depressed rural area, your students will no doubt need instruction in the opportunities of the world of work as well as skill training.
b. Programs must incorporate the services of many specialists--reading, medical, counselors, speech, welfare, etc. Educational programs are only one of the needs of disadvantaged youth and adults.
c. Program content must emphasize the practical significance of education.
d. Program content, no matter how elementary, must be presented in a mature style to be congruent with the adult self-concept of disadvantaged youth.
e. Program content must be geared to the slower, more concrete learning style of persons with special needs.

f. The program must have a built-in system of immediate rewards
g. When basic academic work is part of the special needs programs, the content should be correlated with the student's vocational program.
h. Programs must be flexible. When a student is capable of succeeding in a regular ongoing program, he should be promoted.
i. Actively involve all faculty and administrative personnel in special needs programs. Each will have a valuable contribution to make as well as promoting acceptance of the programs.
j. Parental support is necessary and can be secured through frequent communication and demonstration of a sincere interest in their problems. Utilize their leadership and organizational potentials--especially in securing community support, another essential quality for successful programs for persons with special needs.
k. A work-study program, functioning concurrently with programs for persons with special needs, reinforces the objectives of the latter program.

Work-study:

(1) Is congruent with the adult-self-concept of youth with special needs (i.e., work is part of the status of adult)
(2) Provides economic assistance--school clothes, school activities, etc.
(3) Appeals to the materialistic, pragmatic-practical aspects of the value system of persons with special needs
(4) Provides immediate reinforcement (gratification) in two ways

(a) economically
(b) reinforces the practical significance of education

(5) Changes a system in which they have constantly known failure
(6) Work-cooperative programs cannot compensate for such a program, for persons with special needs often lack the work competencies and social skills necessary for participation in this program

Appendix B

Daily Seminar Schedule

Monday, June 12

Dr. Carl F. Lamar, Presiding

8:00 Registration and Coffee Hour (lower lobby, Agricultural Science Building)

9:00 Opening Session (auditorium, Agricultural Science Building)

Welcome . . . . . Glenwood L. Creech
Vice President
University Relations
University of Kentucky

Introductions
Roll Call of States
Orientation to the Seminar

10:30 Break

10:45 Keynote Address

"Persons with Special Needs--Recognizing their Problems and Strengths" . . . . . Larry Hopp*
Rutgers, The State University

12:00 Lunch

1:30 Open Forum with Larry Hopp

2:45 Break

3:00 Focusing the Seminar

4:00 Adjournment

7:00 Get-Acquainted Party (Room 206, Student Center)

Unless otherwise noted on the program, all other sessions will be in Room A-7, Agricultural Science Building.

Tuesday, June 13

Christine Wallace, Presiding

8:30 Strategy Session

9:15 "Status of Program Development in Vocational Education to Serve Persons with Special Needs". . . . . James W. Warren, Jr., Program Officer
Vocational-Technical Education, Region III
Department of Health, Education, and Welfare
Charlottesville, Virginia

10:00 Break

10:15 "Identifying Characteristics--Life Styles, Culture and Value Systems of Persons with Special Needs" . . . . . Larry Hopp

Panel reaction to address by Professor Hopp (each table group will select one member).

12:00 Lunch

1:30 Individual and group project period with Professor Hopp

3:00 Break

3:15 Continuation of individual and group project period

Meeting -- Guideline Team 1

4:00 Adjournment

5:45 Dinner -- Spindletop Hall

"The New Day in Vocational Education" . . . . . E. P. Hilton, Director
Vocational Education
State Department of Education
Frankfort, Kentucky

<u>Wednesday, June 14</u>

Carol Van Tassel, Presiding

8:30 Strategy Session

9:00 "The Impairing Influence of Discrimination and the Relationships to Persons with Special Needs" . . . . . Fred Venditti, Director
Educational Opportunities Planning Center
College of Education
University of Tennessee

10:15 Break

10:30 Continued work with Dr. Venditti

12:00 Lunch

1:30 "Low-Income Family Styles"

Issues and Answers Panel:

Fred Venditti, Director
James W. Warren. Jr.
Albert Levy, Associate Professor of Education, University of Kentucky
Vandila Price, Extension Specialist, Home Economics, University of Kentucky
Jewell Deene Ellis, Supervisor, Home Economics Education, State Department of Education, Frankfort, Kentucky

3:00 Break

3:15 Individual and group project period

Meeting--Guideline Team 2

4:00 Adjournment

7:00 Social hour with social workers and staff members (lower lobby, Agricultural Science Building)

Thursday, June 15

Christine Wallace, Presiding

8:30 Strategy Session

9:00 "Significant Guidance Signposts for Personnel Working with Persons with Special Needs" . . . . Edward Roeber
Distinguished Professor of Education
Indiana State University

10:15 Break

10:30 Team-lead open discussion with Dr. Roeber

Team Leader: Kearney Campbell, State Director of Guidance Services, State Department of Education, Frankfort, Kentucky
Curtiss Phipps, Counselor Educator, College of Education University of Kentucky

William O. Hall, Research Assistant with a major in Guidance, University of Kentucky
Frank R. Asbury, Research Assistant with a major in Guidance, University of Kentucky

12:00 Lunch

1:30 Individual and group project period with consultants

3:00 Break

3:15 Progress reports on individual projects

Meeting--Guideline Team 3

4:00 Adjournment

7:30 "Family Systems, Communications, and Vocational Education"
. . . . . Marion Pearsall
Professor of Cultural Anthropology
Department of Behavioral Sciences
University of Kentucky

Friday, June 16

Carol Van Tassel, Presiding

8:30 Strategy Session

9:00 Individual observational experiences

Participants may select these experiences from activities related to social service work, clinical visitation, experimental-pilot program projects, and others. Time not spent in observations should be spent in individual and group work.

12:00 Lunch

1:30 Panel Discussion--"The Administrator's Role in Implementing Educational Programs for Persons with Special Needs" . . .

Harry Sparks, Moderator, Superintendent of Public Instruction, State Department of Education, Frankfort Kentucky
E. P. Hilton, Assistant Superintendent, Division of Vocational Education, State Department of Education, Frankfort, Kentucky
Mary Lois Williamson, Director, Home Economics Education, State Department of Education, Frankfort, Kentucky

Fred C. Bartel, Director, Jeffersontown Area Vocational School, Jeffersontown, Kentucky
Kenneth A. Estes, Superintendent, Owensboro Independent Schools, Vice President, Kentucky Education Association

3:00 Break

3:15 Question and answer session with panel members

4:00 Adjournment

Meeting--Guideline Team 4

Saturday, June 17

Christine Wallace, Presiding
(Field Trip--Appalachia Folk Culture)
Session at Hindman Settlement School

6:00 Greyhound Bus Lines from Agricultural Science Building

7:30 Breakfast--Natural Bridge State Park

10:00 Round Table discussion with Mr. Raymond McLain, Director, Hindman Settlement School, and staff

12:00 Lunch

1:30 Tour of school facilities and exhibits of mountain culture

4:00 Address--The Honorable George Ramey, Director, Mayo Area Vocational School

5:00 Picnic supper on the lawn

6:00 Return to Lexington

Each participant is requested to write an observation report to be used by Guideline Team 5. This team will meet prior to Monday.

Monday, June 19

Carol Van Tassel, Presiding

8:30 Strategy Session

9:00 Continuation of individual observation experiences

12:00 Lunch

1:30 Symposium -- "Socio-cultural Factors of Depressed Rural Areas"

Thomas Parrish, Associate Executive Director for Program,
Council of Southern Mountains
Jack E. Weller, Author of Yesterday's People
J. J. Mangalam, Assistant Professor of Sociology,
University of Kentucky
James Brown, Professor of Sociology,
University of Kentucky
Thomas Ford, Professor of Sociology,
University of Kentucky

3:00 Break

3:15 Individual and group project period

Meeting -- Guideline Team 6

4:00 Adjournment

7:30 An evening with Jack Weller

Tuesday, June 20

Carol Van Tassel, Presiding
(Field Trip--Berea, Kentucky)

8:00 Bus will leave Lexington

9:30 Scheduled points of interest:

Berea College
Berea Foundation School
Council of Southern Mountains
Local Industries

12:00 Luncheon -- Boone Tavern

1:30 Continuation of visits to points of interest

3:30 Bus will leave Berea

7:30 Share and tell session

Each participant is requested to write an observation report to be used by Guideline Team 7. This team may work on the bus trip back to Lexington.

Appendix B

Wednesday, June 21

Christine Wallace, Presiding

8:30	Strategy Session
9:00	"Teachers for Programs for Persons with Special Needs"--Structuring In-service and Pre-service Programs . . . . . John Ames Professor of Education Queens College Flushing, New York
10:15	Break
10:30	Continued work with Dr. Ames
12:00	Lunch
1:30	Period of consultation with Dr. Ames
2:15	Break
2:30	Individual and group project period
3:15	Meeting--Guideline Team 8
4:00	Adjournment
7:30	Address, "My Land Has a Voice". Jesse Stuart Author, Educator, Lecturer Greenup, Kentucky

Thursday, June 22

Carol Van Tassel, Presiding

8:30	Strategy Session
9:00	"Methods, Techniques, Types of Programs, and Materials Needed by Teachers of Persons with Special Needs" . . . . . R. O. Washington Instructor in Sociology Milwaukee Adult High School
10:15	Break
10:30	Reactor Panel--Reactions to address by Mr. Washington Daniel S. Arnold, Moderator, Associate Research

Specialist, KRCU Research Staff, University of Kentucky
Robert M. Tomlinson, Assistant Professor of Industrial Education, University of Illinois
George L. Luster, Director, Instructional Materials Laboratory, University of Kentucky
Bernard T. Fagan, Teacher Educator, Trade and Industrial Education, University of Kentucky
Herbert Bruce, Assistant Professor, Agricultural Education, University of Kentucky

12:00 Lunch

1:30 Conferences with Mr. Washington and teacher educators

3:00 Break

3:15 Completion of individual and group projects

Meeting--Guideline Team 1

4:00 Adjournment

7:30 "Occupational Trends--Their Implications for Vocational Education". . . . . Robert Tomlinson
Assistant Professor
Industrial Education
University of Illinois

Friday, June 23

Carl F. Lamar, Presiding

8:00 Strategy Session

8:30 Symposium--"Federal Acts and Other Sources of Support to Program Development for Persons with Special Needs" . . .

John Rowlett, Moderator, Dean, School of Technology, Eastern State University, Richmond, Kentucky
Hall Kinney, Assistant Coordinator, Title I Projects, ESEA, State Department of Education, Frankfort, Kentucky
Lewis Johnson, Coordinator, Title III Projects, ESEA State Department of Education, Frankfort, Kentucky
Alfred Whitehouse, Director, Office of Economic Opportunity, Frankfort, Kentucky
Lyle Neikirk, Assistant Director, Division of Special Programs, State Department of Education, Frankfort, Kentucky

10:15 Break

10:30 Vignettes (minute sketches)

Teachers and former students portraying successful experiences in special needs programs.

11:30 Seminar summary

James W. Warren, Jr.
Carol Van Tassel
Christine Wallace

12:00 Final Adjournment

Appendix C

Consultants

Professor Larry Hopp, Professor of Education, Rutgers, The State University. Professor Hopp is director of one of the most successful Upward Bound projects in the United States, and the initiator and director of REAP (Rutgers Educational Achievement Program), a program for extremely disadvantaged youth. He has recently contributed an article to a book containing several selections on serving persons with special needs.

Mr. James W. Warren, Jr., Field Representative for Persons With Special Needs, Region III Office of Health, Education, and Welfare, Charlottesville, Virginia

Mr. E. P. Hilton, Assistant Superintendent for Vocational Education, Bureau of Vocational Education, Kentucky State Department of Education

Dr. Fred Venditti, Associate Professor of Educational Administration, University of Tennessee. He is also Director of Tennessee's Educational Opportunities Planning Center. Dr. Venditti has published many articles and is a recognized expert in the areas of desegregation and low-income families.

Dr. Edward Roeber, R. W. Holmstedt Distinguished Professor of Education, Indiana State University. He has a rich background in vocational guidance and recently co-authored a book entitled, Occupational Information

Dr. Marion Pearsall, Department of Behavioral Sciences, University of Kentucky. Dr. Pearsall is a widely recognized cultural anthropologist and has done concentrated work with the educationally depressed. She has recently published an article entitled, "Communicating With the Educationally Depressed," and her book, Little Smokey Ridge, is an anthropological study of an economically depressed area.

Rev. Jack E. Weller, author of Yesterday's People. In his work as a minister in the mountain region of the Eastern United States, Rev. Weller has become a recognized resource person on the Appalachian area.

Dr. John Ames, Professor of Education, Queens College, Flushing, New York. Dr. Ames has been a close associate of the late Dr. Leonard Kornberg in the establishment of special teacher education courses for preparing teachers for persons with special needs.

Mr. Jesse Stuart, author, poet, and lecturer. Mr. Stuart is nationally and internationally recognized in his field and a lifelong resident of Appalachia.

Appendix C

Mr. R. O. Washington, Chairman, Continuation Student Services, Milwaukee Vocational-Technical and Adult High Schools. He is also enrolled in a doctoral program at Marquette University. He has been a participant in several seminars on persons with special needs. He is the author of a monograph entitled, Educating Students from Culturally and Economically Depressed Environments, and editor of Educating Disadvantaged Youth.

Dr. Robert Tomlinson, Assistant Professor of Industrial Education, University of Illinois, Urbana, Illinois. Dr. Tomlinson is widely recognized in his field, and he has a special interest in persons with special needs.

Appendix D

Project Titles

A Pilot Program for a County-Wide Occupational Information Disseminating Center

The Development of a State Plan for Integrating Instruction for Persons with Special Needs into the Regular On-Going Vocational Agriculture Program in Kentucky

An In-Service Teacher Education Program Focusing on Persons with Special Needs

State Guidelines to be Used in the Overall Planning of Programs for Persons with Special Needs

Revision of a Manual of Operation for Vocational Agriculture Programs in Ohio High Schools for Youth with Special Needs

Integrating Instruction for Persons with Special Needs into the Regular On-Going Vocational Education Programs in Comprehensive High Schools

A Program to Orient Junior High and Elementary Youth to Vocational Education and the World of Work

The REO Program (Renewed Educational Opportunity), A Cooperative Work Experience Program for the Potential Dropout

A Pre-Vocational Program for Persons Who Have Physical Handicaps and Students Who Have Emotional Problems, but are not Institutionalized for Special Treatment

Development of a Program in General Mechanics for Teachers of Vocational Agriculture to Use in Classes with Persons with Special Needs

A Training Program to Orient Unskilled Hospital Personnel to the Fundamentals of Medical Terminology

Developing a 40-Hour Teacher-Training Basic Course Outline for Teaching Teachers of Students with Special Needs

Pilot Pre-Vocational Education Project for Six Northwestern Wisconsin Counties

Pilot Training Programs on Vocational and Technical Education for Persons with Special Needs in Puerto Rico

Employment Orientation for Persons with Special Needs in New Jersey

A Home Economics Occupational Program for Girls and/or Boys in a Large City Vocational Center

Appendix D

A Therapeutic Vocational Education Program for Emotionally Disturbed Adolescents

Crotched Mountain Special Needs Project

Guidelines for the Development of Special Needs Programs in West Virginia

A Unit on Persons with Special Needs for Inclusion in the Curriculum for Vocational-Industrial and Technical Teachers

A Series of Outlines to be Used by Industrial Arts Teachers for Planning In-Service Meetings to Teach Persons with Special Needs

Guidelines for Teacher Education Units for Students with Special Needs
Proposed Guidelines for a Program with Students with Special Needs in a Large City

An Undergraduate Vocational Teacher Education Program to Develop Teachers for Disadvantaged Youth

A Proposal for a Series of Workshops to Develop Curriculum Materials for Persons with Special Needs Involving the Vocational Teachers and Persons from Industry

A Guide for the Development of Pilot Vocational Programs for Persons with Special Needs

A Guideline for the Establishment of an Elementary School Occupational and Vocational Guidance Program

Employability Skills for Spanish-Speaking Adults

Development of a Program of Remedial Relation Subjects for Persons Presently Enrolled in Vocational Education Programs

A Special Vocational Program for Overage Youth in the Elementary Grades in Large Cities

The Role of Occupational Education in Meeting the Special Needs of People (Guidelines on Occupational Education in New York State)

A Program of Occupational Exposures for the Enrichment of Students with Special Needs (A Supplement to the Regular Occupational Work Experience Program)

Appendix E

APPLICATION FOR PARTICIPATION IN A SEMINAR FOR VOCATIONAL EDUCATION SUPERVISORS AND TEACHER EDUCATORS OF TEACHERS OF PERSONS WITH SPECIAL NEEDS

University of Kentucky
Lexington, Kentucky
June 12-23, 1967

Name of Applicant _____

Title of Position _____

Business Address _____
Street City State Zip Code

Business Telephone _____ Home Telephone _____

Home Address _____
Street City State Zip Code

Indicate your area of vocational education (agriculture, business, etc.)
_____

Description of your responsibilities for pre-service and/or in-service training of vocational teachers _____
_____
_____

Will you be able to attend the entire seminar? ___ Yes ___ No

List any activities with Persons with Special Needs in which you have participated
_____
_____
_____
_____

Indicate the ways in which you may be involved in activities for Persons with Special Needs _____
_____
_____
_____

OTHER INFORMATION:

Check the suggestions below relevant to your work on which you may be interested in developing a project.

____ 1. Development of a specific program for one school
____ 2. Plan in-service training program for teachers

____ 3. Identify needed curriculum changes for pre-service training of teachers
____ 4. Development of guidelines for working with community agencies, local administrators, and others
____ 5. Integrate instruction for Persons with Special Needs into the regular on-going program
____ 6. Other:

Academic Background:

B.S. Degree _____ M.S. Degree _____
Name of Institution Name of Institution

Other Degrees _____

Professional Activities:

Organizations _____

Offices held in professional organizations _____

_____

Creative Contributions:

Professional writing _____
Publications _____
Others _____

Request for Travel Allowance:

(Not to exceed 8¢ per mile)
Cost of round trip from applicant's headquarters to Lexington, Ky.
$ _____

Name of State Director recommending the applicant:

_____

_____
Address

Return this completed application by April 15 to:

Carl F. Lamar, Director
Kentucky Research Coordinating Unit
College of Education
University of Kentucky
Lexington, Kentucky 40506

Appendix F

PARTICIPANTS

Joseph Acosta; Vocational Education Coordinator; San Joaquin County; Room 407, Court House; 222 E. Weber Avenue; Stockton, California, 95202

Duard E. Bayless; Supervisor of Agricultural Education for Eastern Kentucky; 230 North Wilson Avenue; Morehead, Kentucky, 40351

(Mrs.) Bertha H. Bolden; Assistant Director; Trade and Industrial Education; 13th and K. Street, N.W.; Washington, D. C., 20007

(Miss) Katharine F. Brown; Assistant State Supervisor; Business and Office Education; Education Building; Raleigh, North Carolina, 27602

J. P. Camp; State Supervisor,Work-Study Program; State Department of Education; Rutledge State Office Building; Columbia, South Carolina, 29201

Dr. Anne Chase; Teacher Educator; Home Economics; Eastern Kentucky University; Richmond, Kentucky, 40475

Walter L. Cox, Jr.; Assistant State Supervisor; Introduction to Vocations; Department of Public Instruction; Education Building; Raleigh, North Carolina, 27602

Leslie F. Crabbe; Assistant Supervisor; Vocational Agriculture; Room G-16, State Office Building; Columbus, Ohio, 43215

(Miss) Amanda Cummings; Assistant Supervisor; Home Economics Education; State Office Building; 201 Ashby Street, N. W.; Atlanta, Georgia, 30314

Gordon H. Eddy; Assistant Principal; Business Education Supervisor; Warren Local Schools; Route 4; Marietta, Ohio, 45750

William R. Eister; Supervisor; Industrial Arts Education; 809 E. Marshall Street; Richmond, Virginia

Ruel F. Falk; Supervisor; Business and Office Education; Department of Public Instruction; Room 45 N., Capitol; Madison, Wisconsin, 53702

Addison S. Hobbs; Supervising Director; Trade and Industrial Education; 13th and K. Streets, N. W.; Washington, D. C., 20005

C. B. Jeter; Assistant Supervisor; Vocational Agriculture; State Board of Education; 1322 E. Grace Street; Richmond, Virginia, 23216

Minnard H. Jones; Assistant Director; Vocational Education; Department of Education; St. Croix, Virgin Islands

Appendix F

Thomas R. Jones; Consultant; Texas Vocational Department; Program Development Staff; 201 East 11th Street; Austin, Texas, 78711

Harlan L. Klintworth; MDTA Field Supervisor; 1 West Wilson Street; 720 State Office Building; Madison, Wisconsin, 53716

(Mrs.) Noelia Abreu de Lema; Teacher of Special Education; Department of Education; Box 8181; Hato Rey, Puerto Rico, 00918

Dr. R. Charles Long; Associate Professor; Business Education; Consultant; Business and Office Education; Virginia State College; Petersburg, Virginia, 23803

Thomas F. McNulty; Supervisor of Cooperative Industrial Education and Special Needs; New Jersey Department of Education; Vocational Division; 225 W. State Street; Trenton, New Jersey

(Mrs.) Betty Mackey; Assistant State Supervisor; State Department of Education; 612 State Office Building; Columbus, Ohio, 43215

James E. Metcalf; Assistant Director, Therapeutic Education Center; New Hampshire Hospital; 105 Pleasant Street; Concord, New Hampshire

Charles Joseph Mitchell; Consultant; Vocational Guidance; Vocational-Technical Division; State Department of Education; Stickney Avenue; Concord, New Hampshire, 03301

Jerome E. Morgan; Special Project Director; State of Illinois Board of Vocational Education Rehabilitation; 205 W. Wacker Drive, Chicago, Illinois, 60606

Jose Lema Moya; General Supervisor; Vocational Association of Puerto Rico; P. O. Box 8181; Hato Rey, Puerto Rico, 00918

Michael M. Murphy; Program Specialist; West Virginia State Department of Education; 1717 Quarrier Street; Charleston, West Virginia, 25305

Dr. Robert Lee Ogle; Professor of Industrial Education; Eastern Kentucky University; Richmond, Kentucky, 40475

Donald Raines; Teacher of Industrial Arts; Fairfax County Schools; 2500 Collingwood Drive; Alexandria, Virginia, 22308

Dr. Wendell L. Roy; Chairman; Faculty of Vocational-Technical Education; University of West Florida; Pensacola, Florida, 32504

Dr. Robert A. Schultheis; Assistant Professor of Business Education; Temple University; College of Education; Philadelphia, Pennsylvania

Appendix F

Jerry Edward Shuck; Specialist; Trades and Industry; Instructional Materials Laboratory; University of Kentucky; College of Education; Lexington, Kentucky, 40506

Thomas C. Swift; Consultant; Special Vocational Programs; State Department of Education; Petroleum Building; Tallahassee, Florida

Edward P. Tangman, Jr.; Program Assistant; Educational Service Center; ESEA; 120 Vassar S.E.; Albuquerque, New Mexico, 87106

Russell Tibbetts; Assistant Supervisor; California State Department of Education; 721 Capitol Mall; Sacramento, California, 95814

James R. Vinson; State Supervisor of Special Programs; State of Tennessee; 117 Cordell Hull Building; Nashville, Tennessee, 37219

Thomas C. Vinson; Area Specialist; Vocational Education Department; Memphis Board of Education; 3497 Avery; Memphis, Tennessee, 38112

(Miss) Florence E. Wagner; Supervisor; Division of Occupational Education Supervision; New York Department of Education; Albany, New York, 12224

John R. Wyllie; Director; Cooperative Education and Special Needs Programs; New Jersey Department of Education; 225 West State Street; Trenton, New Jersey, 08625

Michael A. Zockle; Teacher-Coordinator; Occupational Training Program; East Market Street; Warren City Schools; Warren, Ohio

Appendix G

PRETEST

Name _____ State _____ Date _____

University of Kentucky Research Foundation

Understanding Concepts I

1. The focus of the seminar is on persons with special needs. What does this term mean to you?

_____
_____
_____
_____

2. List several sources of financial assistance for program development for persons with special needs.

_____
_____
_____
_____

3. Persons with special needs have recognized strengths. Discuss several of these.

_____
_____
_____
_____

4. List some of the characteristics of the value systems of persons with special needs.

_____
_____
_____
_____

5. What are some desirable characteristics of teachers of persons with special needs?

_____
_____
_____
_____

6. What is the administrator's role in implementing programs for persons with special needs?

_____
_____
_____
_____

7. List some of the middle class norms that are often forced upon disadvantaged youth.

_____
_____
_____
_____

8. How do rural and urban poverty differ?

_____
_____
_____
_____

CHECK LIST FOR SEMINAR PARTICIPANTS

Answer Yes or No to the following beliefs.

I believe:

		Yes	No
1.	that I have a responsibility of interpreting the place and role of Special Needs programs in the total secondary and post-secondary vocational and technical education instructional programs	___	___
2.	that there is need to educate myself for the task of assuming a leadership role through reading, listening, talking,and first-hand experiences . . .	___	___
3.	that I have the responsibility of working with persons in interpreting programs for Persons with Special Needs	___	___
4.	that I have a responsibility to work cooperatively with education and other agencies in developing ways to work with Persons with Special Needs	___	___
5.	that I have the responsibility of discovering and utilizing effective resources in the planning and developing of programs for the disadvantaged	___	___
6.	that there is a need of discovering means of recruiting potentially effective teachers for Persons with Special Needs	___	___
7.	that I should recognize and utilize the positive dimensions of the culturally deprived	___	___
8.	that I should find and try fresh approaches to program development for Persons with Special Needs .	___	___
9.	that I should develop the willingness to explore and break with those traditional patterns that have stymied effective program development	___	___
10.	that in a democratic society, programs for Persons with Special Needs can make a worthwhile contribution to the individual and to society	___	___

Appendix H

POST TEST

Name _____ State _____ Date _____

University of Kentucky Research Foundation

Understanding Concepts II

1. The focus of the seminar was on persons with special needs. What does this term mean to you?

_____
_____
_____
_____

2. List some of the characteristics of the value systems of persons with special needs.

_____
_____
_____
_____

3. List several sources of financial assistance for program development for persons with special needs.

_____
_____
_____
_____

4. How do rural and urban poverty differ?

_____
_____
_____
_____

5. What are some desirable characteristics of teachers of persons with special needs?

_____
_____
_____
_____

6. What is the administrator's role in implementing programs for persons with special needs?

_____
_____
_____
_____

7. List some of the middle class norms that are often forced upon disadvantaged youth.

_____
_____
_____
_____

8. Persons with special needs have recognized strengths. Discuss several of these.

_____
_____
_____
_____

CHECK LIST FOR SEMINAR PARTICIPANTS

Goals: Evidence of Recognized Opportunities for Further Development of Beliefs

Directions: React to the belief given in the left column, and record your answer in the right column.

Expressed Attitude at the Beginning of the Seminar	Have you had opportunities for further developing this belief?
1. I believe that I have a responsibility of interpreting the place and role of Special Needs programs in the total secondary and post-secondary education instructional programs.	
2. I believe that there is a need to educate myself for the task of assuming a leadership role through reading, listening, talking, and first-hand experiences.	
3. I believe that I have the responsibility of working with others in interpreting programs for Persons with Special Needs.	
4. I believe that I have a responsibility to work cooperatively with education and other agencies in developing ways to work with Persons with Special Needs.	

Appendix H

Expressed Attitude at the Beginning of the Seminar	Have you had opportunities for further developing this belief?
5. I believe that I have the responsibility of discovering and utilizing effective resources in the planning and developing of programs for the disadvantaged.	
6. I believe that there is a need of discovering means of recruiting potentially effective teachers for persons with Special Needs.	
7. I believe that I should recognize and utilize the positive dimensions of the culturally deprived.	
8. I believe that I should find and try fresh approaches to program development for Persons with Special Needs.	
9. I believe that I should develop the willingness to explore and break with those traditional patterns that have stymied effective program development.	
10. I believe that in a democratic society, programs for Persons with Special Needs can make a worthwhile contribution to the individual and to society.	

OE 6000 (REV. 9-66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

(TOP)

ERIC ACCESSION NO.

CLEARINGHOUSE ACCESSION NUMBER

RESUME DATE: 02-22-68 | P.A. | T.A.

IS DOCUMENT COPYRIGHTED? YES ☐ NO ☒

ERIC REPRODUCTION RELEASE? YES ☒ NO ☐

001

TITLE

100 Seminar for Supervisors and Teacher Educators of Teachers of Persons
101 with Special Needs, Final Report (Phase One)
102
103

PERSONAL AUTHOR(S)

200 Arnold, Daniel S.

INSTITUTION (SOURCE) | SOURCE CODE

300 University of Kentucky, Lexington, Ky., Research Coordinating Unit

310 REPORT/SERIES NO.

OTHER SOURCE | SOURCE CODE

320

330 OTHER REPORT NO.

OTHER SOURCE | SOURCE CODE

340

350 OTHER REPORT NO.

400 PUB'L. DATE: 22-Feb-68 | CONTRACT/GRANT NUMBER: OEG-1-7-070527-3543

PAGINATION, ETC.

500 51 pp.
501

RETRIEVAL TERMS

600
601
602
603
604
605
606

IDENTIFIERS

607

ABSTRACT

800
801 This report describes the activities and outcomes of a two-week seminar
802 that was designed for supervisors and teacher educators of teachers of persons
803 with special needs. The seminar program through lectures, discussions, and
804 other meaningful experiences, was planned to develop knowledges about, under-
805 standings of, and empathy for persons with special needs. The entire program
806 constituted a basis for conceptualizing guidelines for professional vocational
807 education personnel working in the area of persons with special needs. The
808 general objective of the seminar was to orient persons in leadership positions
809 in vocational education to the characteristics, problems, and educational
810 needs of persons with special needs.
811 Included in this report are an outline of the basic content of the semi-
812 nar, and a summary of the major activities that were utilized to realize the
813 seminar's objectives. Although the major evaluation activities will commence
814 in June, 1968, the basic follow-up survey procedure is presented here along
815 with some preliminary evaluation results.
816 Presented here also are the guidelines that were developed during the
817 seminar. The guidelines are divided into three categories: a) guidelines on
818 the characteristics of persons with special needs, b) guidelines for teacher
819 education programs, c) guidelines for programs for persons with special needs.
820
821
822